

School No.: 563854

Quality Review Report (Translated Version)

**Free Methodist Church Bradbury Chun Lei
Nursery School**

Flat 4-9, 1/F, Yiu Wo House, Yiu On Estate, Ma On Shan, New Territories

29, 30 October & 1 November 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 29, 30 October & 1 November 2019

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The leadership team provides professional views and administrative support for the school through regular meetings, and approves resources appropriately to support the school's development. To facilitate teachers' professional development, the management has revised the appraisal system and evaluation content in recent years so as to help teachers conduct self-reflection and plan ahead their own professional development. The school encourages teachers to continue to learn, it adjusts teachers' working time flexibly in order to meet their needs for further studies. The management respects and cares about staff, it is willing to listen to teachers' views. The management maintains two-way communication with teachers through meetings, creating an open and harmonious work atmosphere as well as team spirit. The school's development is promoted with concerted effort.
- 1.2 The school has followed up the recommendations of the previous Quality Review to increase physical activity time so as to facilitate children's physical development. The school establishes the school self-evaluation (SSE) mechanism. The management leads the team to conduct the SSE work. Members of the team work together to collect and make reference to the views of stakeholders in order to evaluate the work effectiveness. It also plans annual major concerns and implementation strategies according to the school context. In light of children's developmental needs, the school has set fostering children's moral development and attitude of environmental protection as its major concerns these two years. The school devises the plan from various perspectives, for example, it co-organises teacher training, parent education and learning activities with external organisations. This is conducive to enhancing teachers and parents' understanding of moral education and environmental protection, hence the plan is implemented in a step-by-step manner.
- 1.3 The school caters for children's diverse needs conscientiously and establishes a caring atmosphere on the campus. The school has set up a mechanism to identify

children with special needs to provide referral and support services for them in a timely manner. Teachers share children's learning performance and child care skills with each other, so that children can grow joyfully in an inclusive atmosphere. The school regards parents as its partners. It adopts diversified channels such as lesson observation, seminars and tea gatherings to share parenting information with parents so as to enhance their parenting competence. The school also issues newsletters to introduce activities related to the major concerns to deepen parents' understanding of school development. The school has set up the parent-teacher association for years. It invites parents to assist in organising school activities so as to facilitate communication and collaboration. Parents trust and support the school's work while maintaining good relationship with the school, which is the synergy for promoting school development.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages to design the curriculum which is comprehensive and covers all learning areas. The school connects the learning content with themes and instils positive values in children through different kinds of activities. In tandem, children are provided with opportunities to acquire knowledge and skills. Besides thematic learning, teachers lead children to extend their learning interests by means of project learning activities. Where necessary, teachers arrange visits or talks in school to enrich children's experiences. In regard to the daily schedule, children can participate in music, physical, art and free choice activities daily which is conducive to their balanced development.
- 2.2 Teachers assess children's performance in different learning areas by continuous observation. The school disseminates child assessment results regularly and meets parents. It also invites parents to share their children's daily performance with teachers in order to let both teachers and parents gain a better understanding of children while suggesting ways to render guidance as necessary. The school develops a learning portfolio for each child which includes monthly learning reports, observation records and work analysis, showing an overview of children's learning and development as evidence of their growth.
- 2.3 The school has developed a mechanism for curriculum coordination, monitoring and review. By means of scrutinising curriculum documents, walking through classrooms and attending curriculum meetings, the management understands the

design and implementation of activities, as well as gives teachers suggestions for improvement. Teachers review the teaching effectiveness on a regular basis and summarise children's learning performance in each area during the whole-school curriculum meetings. In recent years, the school adjusts the homework design to reduce children's repetitive writing, which is an appropriate direction. However, some homework is not in line with curriculum content and schedule. The school should make improvement accordingly. Besides, the school does not arrange physical and free choice activities for K3 children daily during the interface between kindergarten and primary education. It is necessary for the school to ensure a balanced daily schedule so as to meet children's developmental needs.

2.4 Last school year, the school regarded the fostering of children's moral development as the major concern. The school makes use of external resources to hold seminars for teachers and parents to learn to nurture children with positive attitudes. The school takes into account children's needs and places emphasis on politeness, sharing and caring for others. It organises a range of activities in different stages, such as politeness ambassadors, sharing activities, theme related open day and reward programme. These can encourage parents and teachers to collaborate in promoting moral education while enriching children's learning experiences. From observation, teachers guide children to observe rules, develop hygiene habits, learn to be courteous, etc., from daily activities. Children are obedient and polite. They get along with peers well and have stable emotions. In view of children's interests and the social concern of climate change, the school chooses to set nurturing children's attitude of environmental protection as the development focus for this school year. In the first stage of the plan, teachers play a video about environmental protection to arouse children's learning motivation. Teachers encourage children to collect information about environmental protection with parents for sharing. The school organises a parent-child activity of decoration design with green materials and an open day under the theme of environmental protection. It also arranges children to take part in planting activities. Parents and children actively participate in these activities. With the accumulation of experience in implementing the plan, the school may consider how to embed the effective strategies in its daily work of learning and teaching. In tandem, the school can continue to lead teachers to have professional sharing among themselves as well as discuss appropriate teaching design and strategies to achieve the expected objectives of the plan.

2.5 With respect to the learning environment, the school has prepared more play

materials in the classrooms in recent years for children to build blocks and draw freely. Children enjoy playing with them. Teachers are able to provide adequate toys and materials for children to manipulate and play. The materials in the art and craft corner are diversified, which can attract children to concentrate on their creation. Yet, the design of interest corners is not closely related to the themes. Some of the materials are not properly sorted and placed, and the set-up is not effective in inspiring children's imagination and encouraging them to engage in pretend play together. Children focus on playing individual table toys and participating in art and craft creation most of the time. Teachers should make the corners more interesting and strengthen the element of exploration so as to attract children to take part in various play and develop their abilities in different areas. During the process of play, teachers should also pay more attention on children's performance in play. They can facilitate children's learning and development through play by acting as participants and inspirers in a timely manner.

- 2.6 Teachers respect and accept children. They adjust the requirements of homework according to children's learning needs and provide individual assistance to support their learning. Teachers prepare their teaching in a serious manner. They conduct activities which are in line with the teaching objectives, and their presentations are clear and systematic. In thematic discussion activities, teachers invite children to do demonstration and answer questions in order to enhance their participation. However, teachers generally adhere strictly to the procedures when conducting the activities and seldom let children share their life experiences or respond to their ideas. Teachers should provide more opportunities for children to express their thoughts and help them connect what they have learnt with their daily life. The management may strengthen the curriculum leadership to encourage teachers to further review the relationship between children's learning performance and teaching strategies. Teachers should also adjust teaching arrangements in a timely manner so as to facilitate children's learning.
- 2.7 The physical activities include the elements of skill training and free exploration. Teachers can make good use of the indoor play area to set up various types of play for children's free choice activities. Children have adequate physical exercise. In music activities, teachers lead children to do rhythmic movements in response to music. Children enjoy singing and are engaged in doing different body movements. However, the school is still required to increase the time for music activity for K2 children so that they can fully enjoy the fun of music games.

2.8 Children like going to school. They are curious and willing to participate in different activities. They particularly like teachers' storytelling activity. They listen to the stories attentively and are self-disciplined. Children possess good self-care abilities. They tidy up things after use, get dressed, brush their teeth, etc., by themselves.

3. Recommendations for Enhancing Self-improvement of School

- 3.1 In light of the foundation of its development, the school is able to set its major concerns in accordance with the school context. In devising the development plan in relation to learning and teaching, the management may lead the team to consider how to embed the effective strategies in its daily work and continue to adjust the curriculum so as to promote the continuous progress of learning and teaching. The teaching team has to set out specific success criteria based on the task objectives so as to reflect the effectiveness in a more concrete manner. As a result, the findings can serve as reference for the work plan in the next stage.
- 3.2 The management should strengthen its role of curriculum leader and plan appropriate teacher training according to the needs of curriculum development. By means of more effective reflection and review, the management has to lead the team to improve the teaching plan, the set-up of the learning environment and teachers' teaching skills, with a view to facilitating children's learning in an effective manner.